



Massachusetts Emergency  
Management Agency

2019

# **Emergency Planning for People with Disabilities and Others with Access and Functional Needs**

A Resource Guide for Local Emergency  
Management Directors/Agencies in Massachusetts

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## PURPOSE

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The Massachusetts Emergency Management Agency (MEMA) developed this resource guide to provide local communities with the information, resources and tools they need to better integrate considerations for people with disabilities and others who have access and functional needs (before, during and after an emergency) into their local comprehensive emergency management plan.

This resource guide complements MEMA's support guide titled *Guidance on Integrating Access and Functional Needs Considerations in Emergency Preparedness, Planning, Response and Recovery (June 2019)*.

In addition, this resource guide is reviewed and revised annually by MEMA's Access and Functional Needs Advisory Committee. The committee is comprised of the following agencies and organizations:

- Boston Public Health Commission, Office of Public Health Preparedness
- MA Emergency Management Agency
- MA Office on Disability
- Department of Children and Families
- MA Department of Public Health
- Center for Living and Working Inc.
- Stavros Center for Independent Living
- Department of Development Services
- MA Commission for the Deaf and Hard of Hearing
- MA Commission for the Blind
- MA Department of Mental Health
- MA Department of Public Health: Office of Health Equity
- Federal Emergency Management Agency (Region 1)
- MA Executive Office of Elder Affairs
- Cambridge Commission for Persons with Disabilities

## SECTION 1: ACCESS AND FUNCTIONAL NEEDS

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The term “access and functional needs” refers to a set of broad, cross-cutting access and function-based needs. Access-based needs require ensuring that resources are accessible to all individuals. Function-based needs refer to restrictions or limitations an individual may have that require additional assistance before, during, and/or after an emergency. Individuals with access and functional needs may include, but are not limited to, children, older adults, persons with limited English proficiency, and persons with limited access to transportation.

The Department of Homeland Security (DHS) defines access and functional needs accommodation as circumstances that are met for providing physical, programmatic, and effective communication access to the whole community by accommodating individual requirements through universal accessibility and/or specific actions or modifications.

**Extended Definition:** includes assistance, accommodation or modification for mobility, communication, transportation, safety, health maintenance, etc.; need for assistance, accommodation or modification due to any situation (temporary or permanent) that limits an individual’s ability to take action in an emergency.

### 1.1 CHILDREN’S UNIQUE NEEDS IN DISASTER

When disaster strikes, children are the most vulnerable. When the people, places and routines they depend on for safety and wellbeing are affected by upheaval, children cannot adjust on their own. The following unique needs of children in emergencies need to be addressed in emergency planning and preparation to help ensure children are safe and protected from harm.

**Reliance on Caregivers:** Children are physically and emotionally dependent on their caregivers and rely on the guidance and direction of adults to keep them safe. During a disaster children will tune into their caregiver to know how to respond, including where to go, what to do, what to take, and how to reunite with their family. If parents, guardians and other caregivers are unprepared for a variety of disasters, children are left vulnerable, scared and at risk of harm.

**Safety of Protection:** Items that adults use every day can harm children. Medications, cleaning supplies, knives, plastic bags, coins, batteries and other small objects are unsafe for unattended children to be around. In the chaos of an emergency, it’s important to have enough adults to care for children and also provide them with the supplies that they need. This rule also applies in disaster shelters, where planners and shelter managers should consider how the shelter setup can best (protect?) children. For example, are there family areas and family bathrooms set aside for parents or guardians with children?

**Communication and Identification:** Young children may not be able to verbally identify themselves or family members. Older children may not know who their emergency contacts are or how to reach them. The approximately 68 million children in U.S. schools or child care are separated from their family many hours a day, so all caregivers need to be equipped with the correct ID information for each child. This is critical to ensuring quick family reunification following a disaster.

**Mobility:** Infants and toddlers are unable to walk and young children may need to hold hands for balance, and move at a slow pace. Emergency plans must ensure there is a way to safely evacuate every child and necessary evacuation equipment (e.g., car seats, cribs, transportation) especially if there are a limited number of caregivers available to assist during an evacuation.

**Physical Needs:** Children's bodies are smaller and less developed, putting them at greater risk of illness or harm during an emergency. For example, because children have thinner skin, take more breaths per minute, and are closer to the ground than adults, they are more susceptible to harmful chemicals or carbon monoxide poisoning from fire smoke or chemical leaks. Children also require age and size appropriate doses of medication, which should be included in disaster supplies kits.

**Emotional Needs:** Children, no matter what age, are deeply affected by experiences of death, destruction, terror and the absence or powerlessness of their parents or guardians during a disaster. Their caregivers' reactions and responses can often add an additional layer of stress. Children process these events with limited understanding, and require specialized support to develop the knowledge and healthy coping skills needed to heal and recover.

**Routine and Comfort:** Children depend on routine to help them make sense of their surroundings and feel comforted. Whether it is nap time, snack time or story time, keeping schedules consistent following a disaster is crucial in helping children cope and recover. Children also tend to be comforted by certain items they can touch or hold such as blankets, stuffed animals or toys. It's critical that parents, guardians and caregivers include such items in their disaster supplies kit.

**Nutritional Needs:** Children also have unique nutritional needs that require special emergency planning. Children require more fluids pound for pound than adults, which should be accommodated by keeping plenty of fluids in disaster supplies and ensuring children continue to hydrate even in stressful situations. Kids also require healthy and nutritious food to help them grow. Children can be picky eaters, so storing child-friendly snacks such as granola bars or fruit snacks with disaster supplies kits is advisable.

**Developmental Needs:** A disaster may disrupt the school year or participation in child care. Children may also fall behind when they struggle with long-term physiological or psychological issues following a disaster. These setbacks, without the appropriate intervention can cause children to lag behind their peers educationally and developmentally, potentially changing the course of their lives and ability to thrive.

**Source:** Save the Children

<https://secure.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/UNIQUENEEDSOFCILDRENINEMERGENCIES.PDF>

## SECTION 2: KEY TERMS AND DEFINITIONS

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**Activities of Daily Living:** The Activities of Daily Living are a series of basic activities performed by individuals on a daily basis necessary for independent living at home or in the community. There are many variations on the definition of the activities of daily living, but most organizations agree there are 5 basic categories:

1. Personal hygiene – bathing/showering, grooming, nail care, and oral care.
2. Dressing - the ability to make appropriate clothing decisions and physically dress/undress oneself.
3. Eating - the ability to feed oneself, though not necessarily the capability to prepare food.
4. Maintaining continence - both the mental and physical capacity to use a restroom, including the ability to get on and off the toilet and cleaning oneself.
5. Transferring/Mobility- moving oneself from seated to standing, getting in and out of bed, and the ability to walk independently from one location to another.

Whether or not an individual is capable of performing these activities on their own or if they rely on a family caregiver for assistance to perform them serves a comparative measure of their independence.

**Consumable Medical Supplies:** Medical supplies (medications, diapers, bandages, etc.) that are ingested, injected, or applied and/ or are one time use only.

**Disability:** An individual with a disability, as defined by the Americans with Disabilities Act (ADA), is a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.

Disability types include persons with:

- Developmental/intellectual disabilities: Refers to a diagnosed disability that begins before an individual reaches adulthood (e.g. cerebral palsy).
- Acquired disabilities: Can occur as a result of injury. These injuries can damage the brain, spinal cord, hearing, seeing, mobility, memory and learning.
- Medical conditions (e.g. diabetes).

Children and adults may have physical, sensory, mental health, cognitive and /or intellectual disabilities potentially limiting their ability to maintain or regain their level of independence. Activity limitations and abilities can range in type and duration:

- Partial or total
- Temporary or permanent
- Mild or catastrophic

**Durable Medical Equipment:** Medical equipment (e.g., walkers, canes, wheelchairs) used by persons with a disability to maintain their usual level of independence.

**Functional Needs Support Services:** Defined as services that enable individuals to maintain their usual level of independence in a general population shelter. FNSS includes:

- Reasonable modification to policies, practices, and procedures
- Durable medical equipment (DME)
- Consumable medical supplies (CMS)
- Personal assistance services (PAS)
- Other goods and services as needed

Children and adults requiring FNSS may have physical, sensory, mental health, and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. Others that may benefit from FNSS include women in late stages of pregnancy, seniors, and people needing bariatric equipment.

**Personal Assistance Services:** Formal and informal services provided by paid personnel, personal attendants, friends, family members, and volunteers that enable children and adults to maintain their usual level of independence in a general population shelter. These services (when necessary) may include, but are not limited to, assisting with:

- Basic personal care
- Grooming
- Eating
- Bathing
- Toileting
- Dressing and undressing
- Walking
- Transferring
- Maintaining health and safety

**Service Animal:** Under the Americans with Disabilities Act, a service animal is defined as a dog, or in some instances, a miniature horse, that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability.

**Vulnerability:** A vulnerability is the reduced capacity of a person or group to understand, prepare for and/or recover from the impacts of a disaster. Vulnerability may stem from physical, social, economic, and environmental factors. Examples include:

- Limited family income
- Language barriers
- Age
- Disabilities or access and functional needs
- Physical exposure to a risk, like living on a coastline

**Whole Community:** Whole Community is a means by which residents, emergency management practitioners, organizational and community leaders, and government officials can collectively understand and assess the needs of their respective communities and determine the best ways to organize and strengthen their assets, capacities, and interests. By doing so, a more effective path

to societal security and resilience is built. In a sense, Whole Community is a philosophical approach on how to think about conducting emergency management.

## SECTION 3: C-MIST FRAMEWORK

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A useful approach for addressing the access and functional needs of people with and without disabilities in your community is the CMIST Framework. It provides a structure to identify and address access and needs; and therefore, it builds competencies for emergency managers, public health officials, and CBOs towards implementing inclusive emergency planning. A function-based approach avoids generalizations and assumptions that are based on unhelpful medical labels. Functions look at the capabilities and the needs of the individual, not their diagnostic labels. A plan based on optimizing function rather than “specialness” increases the chance of successful accommodation of predictable needs. The National Response Framework (NRF) endorses establishing a flexible framework to address broad and common functional needs (children, older adults, individuals who are transportation disadvantaged, and people with limited or no ability to speak or read English regardless of diagnosis, statuses, or labels. For example, the fact that a person has survived a stroke, tells us nothing about their functional needs for maintaining their health, safety and independence, which can range from no needs to many needs.

The CMIST Framework is an acronym that organizes access and functional needs into five crosscutting categories:

**C – Communication:** Individuals who speak sign language, who have limited English proficiency (LEP), who have limited ability to speak, see, hear, or understand.

**M – Maintaining Health:** Individuals who require specific medications, supplies, services, durable medical equipment, electricity for life-maintaining equipment, breastfeeding and infant/childcare, nutrition, etc.

**I – Independence:** Individuals who function independently with assistance from mobility devices or assistive technology, vision and communication aids, service animals, etc.

**S – Support and Safety:** Some individuals may become separated from caregivers and need additional personal care assistance; may experience higher levels of distress and need support for anxiety, psychological, or behavioral health needs; may require a trauma-informed approach or support for personal safety.

**T – Transportation:** Individuals who lack access to personal transportation, are unable to drive due to decreased or impaired mobility that may come with age and/or disability, temporary conditions or injury, or legal restriction.

## SECTION 4: LEGAL FOUNDATION

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### 4.1 Federal Legislation, Regulations and Policy

**Americans with Disabilities Act (ADA) of 1990 (Title II):** Prohibits discrimination on the basis of disability in employment, state and local government, public accommodations, commercial facilities, transportation, and telecommunications.

Title II covers all programs, services, and activities of state and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that state and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. emergency programs, public education, transportation, recreation, health care, social services, courts, voting, and town meetings).

Source: <https://www.ada.gov/t2hlt95.htm>

**Architectural Barriers Act of 1968:** Requires that facilities designed, built, altered, or leased with certain Federal dollars, to comply with accessibility standards. It also applies to non-government facilities that have received Federal funding, such as certain schools, public housing and mass transit systems.

Source: <https://www.access-board.gov/guidelines-and-standards/buildings-and-sites/about-the-aba-standards>

**Civil Rights Act of 1964:** The Civil Rights Act of 1964 is a landmark piece of civil rights legislation in the United States that outlawed discrimination based on race, color, religion, sex, or national origin.

Source: <https://www.justice.gov/crt/title-vi-1964-civil-rights-act>

**Executive Order 13347: Individuals with Disabilities in Emergency Preparedness (2004):** On July 22, 2004, President Bush signed Executive Order 13347 to strengthen emergency preparedness with respect to individuals with disabilities. This Executive Order directs the federal government to address the safety and security needs of people with disabilities in emergency situations including natural and man-made disasters. To this end, the Executive Order created a Federal Interagency Coordinating Council of Emergency Preparedness and Individuals with Disabilities chaired by the DHS and comprised of several federal agencies.

Source: <https://www.gpo.gov/fdsys/pkg/FR-2004-07-26/pdf/04-17150.pdf>

**Fair Housing Act of 1968, as amended:** Prohibits housing discrimination on the basis of race, color, religion, sex, disability, familial status, or national origin. The Act covers all types of housing intended as a short or long-term residence, including the following types of housing that are often used to house persons who are displaced by disasters: shelters that house persons for more than a few days, transitional housing facilities, nursing homes, and manufactured housing.

Source:

[http://portal.hud.gov/hudportal/HUD?src=/program\\_offices/fair\\_housing\\_equal\\_opp/FHLaws](http://portal.hud.gov/hudportal/HUD?src=/program_offices/fair_housing_equal_opp/FHLaws)

**Pet Evacuation Transportation Standards Act of 2006:** Pets Evacuation and Transportation Standards Act of 2006 - Amends the Robert T. Stafford Disaster Relief and Emergency Assistance Act to require the Director of the Federal Emergency Management Agency (FEMA) to ensure that state and local emergency preparedness operational plans address the needs of individuals with household pets and service animals prior to, during, and following a major disaster or emergency. Authorizes the Director to: (1) study and develop plans that take into account the needs of individuals with pets and service animals prior to, during, and following a major disaster or emergency; and (2) make financial contributions, on the basis of programs or projects approved by the Director, to the states and local authorities for animal emergency preparedness purposes, including the procurement, construction, leasing, or renovating of emergency shelter facilities and materials that will accommodate people with pets and service animals.

Authorizes federal agencies to provide, as assistance essential to meeting threats to life and property resulting from a major disaster, rescue, care, shelter, and essential needs to individuals with household pets and service animals and to such pets and animals.

Source: <https://www.congress.gov/bill/109th-congress/house-bill/3858>

**Post-Katrina Emergency Management Reform Act of 2006:** Includes provisions that amend the Stafford Act to better integrate consideration of all populations and needs into general emergency management planning, response, recovery, and mitigation.

Source: <https://emilms.fema.gov/IS230c/FEM0101200.htm>

**Rehabilitation Act of 1973 (Section 504- Programs, Services and Activities), as amended:**

Prohibits discrimination on the basis of disability in any program or activity that receives federal financial assistance, including federally subsidized housing programs. Section 504 requires that both Federal agencies and those receiving Federal assistance ensure that their programs are useable and accessible to persons with disabilities, including making changes to policies, practices, and procedures, and structures as a reasonable accommodation for individuals with disabilities unless doing so would require a fundamental alteration of the program or constitute an undue financial and administrative burden. In addition, Section 504 requires effective communication with people who have communication disabilities including hearing, vision, or cognitive disabilities.

Source: <http://www.ada.gov/cguide.htm#anchor65610>

**Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, as amended:**

The law that authorizes Federal assistance when the President declares a State to be a disaster area. The Act ensures that the Civil Rights of all persons receiving services or benefits from agency programs and activities are protected. No person shall, on the grounds of race, color, national origin, sex, religion, nationality, age, disability, limited English proficiency, or economic

status, be denied the benefits of, be deprived of participation in, or be discriminated against any program or activity conducted by or receiving financial assistance from FEMA.

These prohibitions extend to all entities receiving Federal financial assistance from FEMA, including state and local governments.

Source: [www.fema.gov/pdf/about/stafford\\_act.pdf](http://www.fema.gov/pdf/about/stafford_act.pdf)

**Sandy Recovery Act of 2013:** Under the Act, Recovery Policy 9461.1 Disaster Assistance for Child Care, provides FEMA the specific authority to pay for “child care” expenses as disaster assistance under the Other Needs Assistance (ONA) provision of the Individuals and Households Programs in addition to funeral, medical, and dental expenses. A Policy reflecting this authority was released in January 2013.

Source: <https://www.fema.gov/media-library/assets/documents/90723>

**Telecommunications Act of 1996:** Requires that people with disabilities will have access to products and services such as telephones, cell phones, pagers, call-waiting, and operational services that were previously not accessible for many people with disabilities.

Source: <https://www.ada.gov/cguide.htm#anchor63109>

## 4.2 Commonwealth of Massachusetts Legislation and Regulations

- Massachusetts Constitutional – Article 114: Inclusion and non-discrimination.
- Massachusetts General Law Chapter 272 Section 92A and 98: Inclusion and non-discrimination.
- Massachusetts General Law Chapter 151B: Prohibits housing discrimination.
- Massachusetts Architectural Access Board- 521 CMR: Accessibility standards.
- Ensuring the Safety of People with Pets in Disasters:
  - On March 24, 2014, Chapter 54 of the Acts of 2014 was signed into law. This law protects both humans and animals from severe storms and natural disasters. It requires cities and towns to have a plan in place to address the evacuation and sheltering needs of household pets and service animals before, during and after an emergency or natural disaster.

## 4.3 Legal Foundation for FNSS

The Stafford Act and Post-Katrina Emergency Management Reform Act (PKEMRA), along with Federal civil rights laws, mandate integration and equal opportunity for people with disabilities in general population emergency shelters. To comply with Federal law, those involved in emergency management and shelter planning should understand the concepts of accessibility and nondiscrimination and how they apply in emergencies.

The following are key nondiscrimination concepts applicable under Federal laws, and examples of how these concepts apply to all phases of emergency management<sup>1</sup>.

1. **Self-Determination:** People with disabilities are the most knowledgeable about their own needs.
2. **No “One-Size-Fits-All”:** People with disabilities do not all require the same assistance and do not all have the same needs.
  - Many different types of disabilities affect people in different ways. Preparations should be made for people with a variety of functional needs, including people who use mobility aids, require medication or portable medical equipment, use service animals, need information in alternate formats, or rely on a caregiver.
3. **Equal Opportunity:** People with disabilities must have the same opportunities to benefit from emergency programs, services, and activities as people without disabilities.
  - Emergency recovery services and programs should be designed to provide equivalent choices for people with disabilities as they do for people without disabilities. This includes choices relating to short-term housing or other short- and long-term disaster support services.
4. **Inclusion:** People with disabilities have the right to participate in and receive the benefits of emergency programs, services, and activities provided by governments, private businesses, and nonprofit organizations.
  - Inclusion of people with various types of disabilities in planning, training, and evaluation of programs and services will ensure that all people are given appropriate consideration during emergencies.
5. **Integration:** Emergency programs, services, and activities typically must be provided in an integrated setting.
  - The provision of services such as sheltering, information intake for disaster services, and short-term housing in integrated settings keeps people connected to their support system and caregivers and avoids the need for disparate services facilities.
6. **Physical Access:** Emergency programs, services, and activities must be provided at locations that all people can access, including people with disabilities.
  - People with disabilities should be able to enter and use emergency facilities and access the programs, services, and activities that are provided. Facilities typically required to be accessible include: parking, drop-off areas, entrances and exits, security screening areas, toilet rooms, bathing facilities, sleeping areas, dining facilities, areas where medical care or human services are provided, and paths of travel to and from and between these areas.

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<sup>1</sup> Source: FEMA Guidance on Planning for Integration of Functional Needs Support Services in General Population Shelters (2010).

7. **Equal Access:** People with disabilities must be able to access and benefit from emergency programs, services, and activities equal to the general population.
  - Equal access applies to emergency preparedness, notification of emergencies, evacuation, transportation, communication, shelter, distribution of supplies, food, first aid, medical care, housing, and application for and distribution of benefits.
8. **Effective Communication:** People with disabilities must be given information that is comparable in content and detail to that given to the general public. It must also be accessible, understandable and timely.
  - Auxiliary aids and services may be needed to ensure effective communication. These resources may include pen and paper; sign language interpreters through on-site or video; and interpretation aids for people who are deaf, deaf-blind, hard of hearing or have speech impairments. People who are blind, deaf-blind, have low vision, or have cognitive disabilities may need large print information or people to assist with reading and filling out forms.
9. **Program Modifications:** People with disabilities must have equal access to emergency programs and services, which may entail modifications to rules, policies, practices, and procedures.
  - Service staff may need to change the way questions are asked, provide reader assistance to complete forms, or provide assistance in a more accessible location.
10. **No Charge:** People with disabilities may not be charged to cover the costs of measures necessary to ensure equal access and nondiscriminatory treatment.
  - Examples of accommodations provided without charge to the individual may include ramps; cots modified to address disability-related needs; a visual alarm; grab bars; additional storage space for medical equipment; lowered counters or shelves; Braille and raised letter signage; a sign language interpreter; a message board; assistance in completing forms or documents in Braille, large print or audio recording.

#### 4.4 State Guidance on Service Animals

Under the ADA, state and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go, including areas where food is served and most areas where medical care is provided.

A service animal is any dog, or in some instances a miniature horse, that has been individually trained to do work or perform tasks for the benefit of an individual with a disability, including physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the handler's disability including, but not limited to: assisting individuals who are blind or have low vision, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, pulling a wheelchair, or fetching dropped items, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving

items such as medications or a telephone, providing physical support and assistance with balance and stability, and helping people with neurological or psychiatric disabilities by preventing or interrupting impulsive or destructive behaviors.

Service animals are required to be leashed or harnessed except when performing work or tasks where such tethering would interfere with the service animal's ability to perform. In cases where the individual is not able to hold a leash, the animal must be under control and respond to verbal commands. In addition:

- Service animals are exempt from breed bans as well as size and weight limitations.
- Service animals may or may not be certified.

### **How does the Americans with Disabilities Act apply to service animals in emergency shelters?**

The ADA generally requires that shelters provide equal access to the many benefits that shelters provide, including safety, food, services, comfort, information, a place to sleep until it is safe to return home, and the support and assistance of family, friends, and neighbors. The ADA generally requires emergency managers and shelter operators to make reasonable modifications to policies to allow people with disabilities to be accompanied by their service animals and remain with them at all times, including if being transported to the emergency shelter, to another facility, transitioning home, etc.

Emergency shelters must make exceptions to "no pets" or "no animals" policies to allow people with disabilities to be accompanied by their service animals. Service animals are not pets and are therefore not subject to restrictions applied to pets or other animals. This does not mean you must abandon your "no pets" policy altogether, but simply that you must make an exception to your general rule for service animals.

### **How can a service animal be identified?**

Service animals come in all breeds and sizes. Many are easily identified because they wear special harnesses, capes, vests, scarves, or patches. Others can be identified by the functions they perform for people whose disabilities can be readily observed. When none of these identifiers are present, shelter staff may ask **only two questions** to determine if an animal is a service animal:

1. "Do you need this animal because of a disability?"
2. "What tasks or work has the animal been trained to perform?"

If the answers to these questions reveal the animal has been trained to work or perform tasks for a person with a disability, it qualifies as a service animal and must generally be allowed to accompany its owner anywhere other members of the public are allowed to go, including areas where food is served and most areas where medical care is provided.

Under the ADA, shelter staff may not require a license, certification, ID tag, medical certificate, or any other type of documentation for a service animal. In addition, questions about the nature or severity of a person's disability or ability to function may not be asked. It is also inappropriate to

question a person's need for a service animal or to exclude a service animal on the grounds that shelter staff or volunteers can provide the assistance normally provided by the service animal.

### **Can a service animal be removed from a shelter?**

In most instances, you may not remove a service animal or ask the owner to leave the service animal elsewhere. Service animal owners may be asked to remove their animal only if:

1. The service animal is out of control and the owner does not take effective action to control the animal.
2. The service animal is not housebroken.

In either of these situations, the emergency manager and shelter operator should try to work with the owner to provide the needed services in an alternative form or location.

### **Service animal planning considerations for shelter operations:**

Many people with disabilities rely on service animals. Although it is the responsibility of the owner to feed and care for their service animals, when evacuating during an emergency, some individuals may be unable to transport the items needed to sustain their service animal in an emergency shelter environment.

Local plans should direct that, prior to an emergency or disaster, the following issues are addressed regarding service animals in an emergency shelter:

- Integrate into your emergency shelter plan those people with expertise in supporting service animal needs. Include your animal control officer and consider having a plan for emergency veterinary services.
- Identify reliable sources for food, water and supplies (ex., water bowls, food bowls, leashes, collars, disposable containers) for service animals and make sure agreements are in place to ensure that these items are available.
- Consider how you will set up the emergency shelter to accommodate people and their service animals. When estimating shelter capacity, consider that a person with a service animal may require up to 100 square feet.
- People with allergies or a fear of animals should be directed to space away from the service animal(s).
- Identify where service animals will be exercised and an animal relief area.
- Ensure the owner understands their responsibility for feeding and care of their service animal.

### **Miniature Horses**

1. Height: 24"- 34"
2. Weight: 70- 100lbs
3. Covered entities must permit miniature horses based on:
  - Whether the miniature horse is housebroken;
  - Whether the miniature horse is under control;
  - Whether the facility can accommodate horse's type, size and weight;

- Whether horse's presence will comprise legitimate safety requirements necessary for safe operations of the service.

### **Additional Resources**

For additional information on service animals refer to the following resources:

- Information and Technical Assistance on the Americans with Disabilities Act  
<https://www.ada.gov>
- ADA Best Practices Toolkit for State and Local Governments  
<http://www.ada.gov/pcatoolkit/toolkitmain.htm>
- Chapter 7 Emergency Management Under Title II of the ADA  
<http://www.ada.gov/pcatoolkit/chap7emergencymgmt.htm>
- Chapter 7 Addendum 1: Title II Checklist (Emergency Management)  
<http://www.ada.gov/pcatoolkit/chap7emergencymgmtadd1.htm>
- Chapter 7 Addendum 2: The ADA and Emergency Shelters: Access for All in Emergencies and Disasters  
<http://www.ada.gov/pcatoolkit/chap7shelterprog.htm>
- Commonly Asked Questions about Service Animals in Places of Business -  
<http://www.ada.gov/qasrvc.htm>
- Frequently Asked Questions about Service Animals and the ADA (2015)  
[https://www.ada.gov/regs2010/service\\_animal\\_qa.html](https://www.ada.gov/regs2010/service_animal_qa.html)

## **SECTION 5: MUNICIPAL ADA IMPROVEMENT GRANT PROGRAM**

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This Program will support capital improvements specifically dedicated to improving programmatic access and/or removing barriers encountered by persons with disabilities in applicant facilities throughout the Commonwealth.

Examples include but are not limited to increasing both physical access and programmatic access through the addition of features such as: ramps, elevators, power lifts and Limited Use/Limited Application (LULAs) signage, communication access devices, curb cuts and/or any other features that are designed to improve architectural access and/or programmatic access. Grants will be awarded on a competitive basis to projects that demonstrate real and tangible positive impacts to persons with disabilities.

Eligible applicants include any Massachusetts city, town, special purpose district and/or regional governmental organization.

For more information visit <https://www.mass.gov/municipal-americans-with-disabilities-act-grant>

## SECTION 6: WEB-BASED RESOURCES

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### 6.1 Non-Governmental Organizations

AmeriCares

<https://www.americares.org>

American Academy of Pediatrics

<https://www.aap.org>

- AAP.Org.- Children and Disasters  
<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/default.aspx>

American Red Cross of Massachusetts

<http://www.redcross.org/local/massachusetts>

- American Red Cross: ARC works with Language Line to provide translation services  
<https://www.language.com>

Ascentria Care Alliance (formerly Lutheran Social Services of New England)

<http://www.ascentria.org>

Boston Cares

<https://www.bostoncares.org>

Center for Living and Working Inc.

<http://www.centerlw.org>

DisabilityInfo.org

<https://disabilityinfo.org>

- A database of information on a wide variety of disability- related resources, programs, services, agencies, and individual providers in Massachusetts.

DelValle Institute for Emergency Preparedness Learning Center

<https://delvalle.bphc.org>

Disability Law Centers of Massachusetts

[www.dlc-ma.org](http://www.dlc-ma.org)

Easter Seals Massachusetts: Disability Resource Information

<http://www.easterseals.com/ma>

- Disability Resource Information Easter Seals provides comprehensive, up-to-date information on disability services and resources.

Mass 2-1-1

<http://www.mass211.org>

- Mass 2-1-1 is a free, 24/7 resource that provides information about critical health and human services available in Massachusetts communities.

Massachusetts Voluntary Organizations Active in Disaster

<http://massvoad.org>

MassMATCH

<http://www.massmatch.org>

- MassMATCH provides information about available Assistive Technology (AT) services, supports, and technical advancements.

Medical Reserve Corps of Massachusetts

<http://www.mamedicalreservecorps.org>

National Organization on Disability

[www.nod.org](http://www.nod.org)

Northeast ADA Center

<https://www.northeastada.org>

Pacific ADA Center

<http://www.adapacific.org>

Pass It On Center

<http://passitoncenter.org>

- National assistive technology device reutilization coordination and technical assistance center.

Portlight

<http://www.portlight.org>

Salvation Army- Massachusetts Division

<http://massachusetts.salvationarmy.org>

Save the Children

[www.savethechildren.org](http://www.savethechildren.org)

- The world's leading independent organization for children. For information on disaster preparedness, response and recovery programs in the U.S. visit <https://www.savethechildren.org/us/what-we-do/us-programs/disaster-relief-in-america>

## 6.2 State

Department of Agriculture and Resources

[www.mass.gov/eea/agencies/agr](http://www.mass.gov/eea/agencies/agr)

Department of Children and Families

[www.mass.gov/dcf](http://www.mass.gov/dcf)

Department of Developmental Services

[www.mass.gov/dds](http://www.mass.gov/dds)

Department of Housing and Community Development

[www.mass.gov/dhcd](http://www.mass.gov/dhcd)

Department of Mental Health

[www.mass.gov/dmh](http://www.mass.gov/dmh)

Department of Transitional Assistance

[www.mass.gov/dta](http://www.mass.gov/dta)

Department of Veterans' Services

[www.mass.gov/orgs/department-of-veterans-services](http://www.mass.gov/orgs/department-of-veterans-services)

Executive Office of Health and Human Services

[www.mass.gov/eohhs/](http://www.mass.gov/eohhs/)

Executive Office of Elder Affairs

[www.mass.gov/elders](http://www.mass.gov/elders)

Massachusetts Bay Transportation Authority

<http://www.mbtta.com>

Massachusetts Commission for the Blind

[www.mass.gov/mcb](http://www.mass.gov/mcb)

Massachusetts Commission for the Deaf and Hard of Hearing

[www.mass.gov/orgs/massachusetts-commission-for-the-deaf-and-hard-of-hearing](http://www.mass.gov/orgs/massachusetts-commission-for-the-deaf-and-hard-of-hearing)

Massachusetts Department of Public Health

[www.mass.gov/dph](http://www.mass.gov/dph)

Massachusetts Emergency Management Agency

<http://www.mass.gov/eopss/agencies/mema/>

Massachusetts Office on Disability

[www.mass.gov/mod](http://www.mass.gov/mod)

Massachusetts Rehabilitation Commission

[www.mass.gov/mrc](http://www.mass.gov/mrc)

Office for Refugees and Immigrants

[www.mass.gov/ori](http://www.mass.gov/ori)

### **6.3 Massachusetts-Based Councils and Commissions**

Animal Control Officers Association of Massachusetts (ACOAM)

<http://massanimalcoalition.com>

Central Massachusetts Regional Planning Commission

<http://www.cmrpc.org/homeland-security>

Massachusetts Association of Councils on Aging

<http://www.mcoaonline.com/>

Massachusetts Statewide Independent Living Council

[www.masilc.org](http://www.masilc.org)

Northeast Homeland Security Advisory Council

<http://www.nerac.us/>

Southeast Homeland Security Advisory Council

<http://www.srpedd.org/homeland-security>

Western Regional Homeland Security Advisory Council (WRHSAC)

<http://westernmassready.org/preparedness-projects/iraa>

- Part of the Western Massachusetts Individuals Requiring Additional Assistance (IRAA) Preparedness Project includes a website, “Western Mass Ready”, that provides resources, links, and guidance documents related to access and functional needs.

### **6.4 Federal**

Centers for Disease Control

[www.cdc.gov](http://www.cdc.gov)

- Caring for Children in Disasters  
<https://www.cdc.gov/childrenindisasters/differences.html>

Federal Communications Commission, Disability Rights Office

<https://www.fcc.gov/general/disability-rights-office>

Federal Emergency Management Agency

<https://www.fema.gov/>

- FEMA-Children and Disasters  
<https://www.fema.gov/children-and-disasters>
- FEMA, Office of Disability Integration & Coordination  
[www.fema.gov/office-disability-integration-coordination](http://www.fema.gov/office-disability-integration-coordination)
- Ready.gov/kids <https://www.ready.gov/kids>
  - This web site from FEMA has games and activities for children to learn all about emergency preparedness.
- Substance Abuse and Mental Health Services Administration (SAMHSA)  
[www.samhsa.gov](http://www.samhsa.gov)
  - **The SAMHSA Disaster Distress Helpline (DDH)** is the nation's first domestic helpline dedicated to providing disaster crisis counseling. This domestic toll-free helpline operates 24 hours a day, seven days a week. This free, confidential, and multilingual crisis support service is available via telephone (1-800-985-5990) and SMS (Text "TalkWithUs" to 66746) to U.S. residents who are experiencing psychological distress as a result of natural or human-caused disasters. TTY for deaf and hearing impaired: 1-800-846-8517. Callers are connected to trained and caring professionals from crisis counseling centers in the network.
  - **Behavioral Health Treatment Services Locator:** A confidential and anonymous source of information for persons seeking treatment facilities in the United States or U.S. Territories for substance use/addiction and/or mental health problems. Visit <https://findtreatment.samhsa.gov/>
- National Center for Missing and Exploited Children  
<http://www.missingkids.com/home>
  - Unaccompanied Minors Registry  
<https://umr.missingkids.org/umr/reportUMR;jsessionid=F8637881AD40A7E9D3C46BB042616BC3?execution=e1s1>
  - The Unaccompanied Minors Registry supports the National Center for Missing & Exploited Children (NCMEC) by allowing the public to report information related to children who have been separated from their parents or legal guardians as a result of a disaster. This tool will enable NCMEC to provide assistance to local law enforcement and assist in the reunification of displaced children with their parents or legal guardians. If you experience any trouble reporting online, please contact NCMEC 24-hours a day, at 1-800-THE-LOST (1-800-843-5678).

- An unaccompanied minor is a child who has been separated from parents, legal guardians, and other relatives and is not being cared for by an adult who, by law or custom, is responsible for doing so.

National Council on Disability

[www.ncd.gov](http://www.ncd.gov)

U.S Access Board

[www.access-board.gov](http://www.access-board.gov)

U.S. Department of Education

[www.education.gov](http://www.education.gov)

U.S Department of Health and Human Services

<http://www.hhs.gov>

- U.S Department of Health and Human Services: Outreach Activities & Resources Special Populations: Emergency and Disaster Preparedness visit  
<http://disasterinfo.nlm.nih.gov/outreach/specialpopulationsanddisasters.html>
- U.S Department of Health and Human Services, ASPR, Technical Resources, Assistance Center, and Information Exchange (TRACIE)  
<https://asprtracie.hhs.gov/>

U.S. Department of Homeland Security- Ready.Gov

[www.ready.gov](http://www.ready.gov)

U.S Department of Justice

<https://www.justice.gov/>

- U.S Department of Justice: Information and Technical Assistance on the Americans with Disabilities Act (ADA)  
[www.ada.gov](http://www.ada.gov)

## **SECTION 7: PROGRAMS AND SERVICES IN MASSACHUSETTS**

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### **7.1 Personal Emergency Preparedness Program**

The Massachusetts Office on Disability (MOD) “Personal Emergency Preparedness Program” conducts community meetings throughout Massachusetts, bringing together people with disabilities, their local emergency planners, and first responders to discuss personal and community preparedness plans.

Meetings are being held throughout the Commonwealth. If you would like MOD to host one of these meetings for your organization or group, please contact MOD at [www.mass.gov/mod](http://www.mass.gov/mod)

### **7.2 Architectural Review/Site Visits**

MA Office of Disability frequently assists communities, businesses and advocates; either through plan review or on-site visits, to ensure compliance with the various building requirements specific to persons with disabilities.

If you are interested in this free service, visit the MOD website [www.mass.gov/mod](http://www.mass.gov/mod) and click on the “Monitoring” tab for more information.

## SECTION 8: PLANNING GUIDANCE DOCUMENTS

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Centers for Disease Control and Prevention. (n.d.). *Public health workbook to define, locate and reach special, vulnerable, and at-risk populations in an emergency*. Retrieved from [http://emergency.cdc.gov/workbook/pdf/ph\\_workbookFINAL.pdf](http://emergency.cdc.gov/workbook/pdf/ph_workbookFINAL.pdf)

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Federal Emergency Management Agency. (2013/2014). Integrated Public Alert and Warning System (IPAWS). Alerting the Whole Community: Removing Barriers to Alerting Accessibility. Retrieved from [https://www.fema.gov/media-library-data/1463679127104-86490b21e961280f2975b77b5096ff5d/alerting\\_whole\\_community\\_june2013\\_final\\_05192016.pdf](https://www.fema.gov/media-library-data/1463679127104-86490b21e961280f2975b77b5096ff5d/alerting_whole_community_june2013_final_05192016.pdf)

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Inclusive Preparedness Center. (2011). *Shelter worker's guide to accommodate children with access and functional needs*. Retrieved from [http://www.pediatricemergencypreparedness.org/2.%20shelter\\_workers\\_guide\\_final\\_final.pdf](http://www.pediatricemergencypreparedness.org/2.%20shelter_workers_guide_final_final.pdf)

Kailes, J. (2007). *Moving beyond "special needs": A function-based framework for emergency management and planning*. *Journal of Disability Policy Studies*. Retrieved from <http://www.jik.com/KailesEndersbeyond.pdf>

Massachusetts Department of Public Health, Office of Preparedness and Emergency Management. *Access and functional needs resource guide*. Retrieved from <https://www.mass.gov/files/documents/2017/01/ro/dph-afn-resource-guide.pdf>

Massachusetts Department of Public Health. (2013). *Communication and assistive technologies in emergencies: Guidance for local emergency planners*. Retrieved from <http://www.mass.gov/eohhs/docs/dph/emergency-prep/risk-communication/assistive-technologies-in-emergencies.pdf>

National Council on Disability. (2009). *Effective emergency management: Making improvements for communities and people with disabilities*. Retrieved from <https://ncd.gov/publications/2014/05272014>

National Fire Protection Association. (June 2016). *Emergency Evacuation Planning Guide for People with Disabilities*. Retrieved from <https://www.nfpa.org/-/media/Files/Public-Education/By-topic/Disabilities/EvacuationGuidePDF.ashx?la=en>

National Mass Care Council. (2012). *National mass care strategy: A roadmap for the national mass care strategy service system*. Retrieved from <http://www.nationalmasscarestrategy.org/wp-content/uploads/2014/07/national-mass-care-strategy-september-2012-comp.pdf>

U.S. Department of Homeland Security. A Guide to Interacting with People who have Disabilities. Retrieved from <https://www.adapacific.org/assets/documents/a-guide-to-interacting-with-people-who-have-disabilities.pdf>

## SECTION 9: RESOURCES AND TOOLS TO IDENTIFY COMMUNITY DEMOGRAPHICS

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### American Community Survey

<http://www.census.gov/acs>

### SAMHSA: Behavioral Health Treatment Facility Locator

<http://findtreatment.samhsa.gov>

- For a map of adult and youth behavioral health treatment centers, substance abuse treatment centers, and residential facilities (at the state, county, and city/ town level) visit

### Community Level Information on Kids (CLIKS)

<http://datacenter.kidscount.org/data#MA/2/0>

- Annie E. Casey Foundation Economic, education, demographic, health insurance, and other county-level data about children.

### Disability Statistics: Resources for Disability Statistics

[www.disabilitystatistics.org](http://www.disabilitystatistics.org)

### Emergency Preparedness Planning Tool

<https://www.mass.gov/orgs/office-of-preparedness-and-emergency-management>

- The Department of Public Health Office of Preparedness and Emergency Management has developed a tool that provides data gleaned from the American Community Survey for each community and census tract in Massachusetts and aggregate data for each Health and Medical Coordinating Coalition in the Commonwealth. The profiles in the portal feature summarized information on disability, transportation, age, poverty, and limited English proficiency along with mapping of critical infrastructure and locations of hospitals, long term care facilities, police, and fire stations.

This portal will allow emergency management directors, researchers, hospitals, emergency planners, and local boards of health to have greater visibility of their communities, and provides them with information needed for inclusive community planning.

### HHS emPOWER Map 2.0

<https://empowermap.hhs.gov/>

- Every hospital, first responder, electric company, and community member can use the map to find the monthly total of Medicare beneficiaries with electricity-dependent equipment claims at the U.S. state, territory, county, and zip code level and turn on “real-time” natural hazard and NOAA severe weather tracking services to identify areas and populations that may be impacted and are at risk for prolonged power outages.

### **Partners in Information Access for the Public Health Workforce**

[http://phpartners.org/health\\_stats.html](http://phpartners.org/health_stats.html)

- A collaboration of U.S. government agencies, public health organizations and health sciences libraries.

### **Social Security Online**

[http://www.socialsecurity.gov/policy/docs/statcomps/ssi\\_sc/2007/index.html](http://www.socialsecurity.gov/policy/docs/statcomps/ssi_sc/2007/index.html)

- US Social Security Administration County level data on numbers of people receiving supplemental security income (i.e., low-income, blind, disabled, or aged).

### **Social Vulnerability Index (SVI Index)**

<http://svi.cdc.gov/>

### **U.S. Census Data: American Fact Finder**

<http://factfinder.census.gov/>

## **SECTION 10: FREE MOBILE PHONE APPS**

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### **Show Me for Emergencies**

A mobile app, piggybacked on the foundation of the Show Me booklet, and incorporated and expanded upon all of the icons and concepts from the booklet. The app includes not just shelter environments, but also emergency dispensing sites (EDS) and door-to-door outreach required for shelter-in place or evacuation directives. Much like the paper-based tool, the Show Me app is an interactive tool that was created for effective two-way communication: just as users of the booklet can use a dry erase marker to modify or create their own messages, the app incorporates a 'write' ability, that when selected, brings up a keyboard for custom entries to be typed.

The audience for this app includes volunteer organizations and staffers, mental health workers, and various public safety personnel. Upon opening the app, users have the option either to get started immediately or walk through a brief tutorial. The app is organized by response scenario, and end users choose their scenario based on the real life incident.

Show Me for Emergencies is available to download from both the iTunes and Google Play stores.



### **Show Me for Emergencies: FAC (Family Assistance Center)**

Show Me for Emergencies: FAC (Family Assistance Center) is the final tool in the Show Me suite. It, too, is a free app that was built upon the foundation of the tools before it and incorporates and expands upon some of the previous icons and concepts. Show Me: FAC is intended to be used within the scenario of a mass casualty or mass fatality incident, and it's thought that disaster relief and medical professionals like American Red Cross volunteers and forensic nurses would use the app to supplement the tools they employ to communicate information to and collect data from families and loved ones of victims. Show Me for Emergencies: FAC is available to download from both the iTunes and Google Play stores.



## **Americans with Disabilities Act (ADA) Reference- Lite Edition**

The ADA Reference – Lite Edition mobile Android app is available to download for **free** from Google Play stores.



## **iTranslate**

iTranslate is very easy to use. It consists of one menu where you choose from over 90 languages and then just plug in a word or phrase. iTranslate is available to download for free from both the iTunes and Google Play stores.



## **Nextdoor**

Nextdoor is the free, private social network for you, your neighbors and your community. It's the easiest way to connect and talk with your neighbors about the things that matter in your neighborhood. When neighbors start talking, good things happen. People across the country are using Nextdoor to:

- Quickly get the word out about an emergency
- Organize a neighborhood crime watch
- Recommend a trustworthy babysitter
- Find out who does the best paint job in town



## **FEMA App**

The FEMA app is your one-stop-shop with tools and tips to keep you safe before, during, and after disasters. Stay updated with weather-related alerts from the U.S. National Weather Service. Upload and share your disaster photos to help out emergency managers with Disaster Reporter. Save a custom list of the items in your family's emergency kit, as well as the places you will meet in case of an emergency. Get tips on what to do before, during, and after over 20 types of disasters. And locate open shelters and where to talk to FEMA in person at Disaster Recovery Centers. Terms of use: [www.fema.gov/mobile-app](http://www.fema.gov/mobile-app)



## **SAMHSA Disaster App**

The SAMHSA Disaster App makes it easy to provide quality support to survivors. Users can navigate pre-deployment preparation, on-the-ground assistance, post-deployment resources, and more—at the touch of a button from the home screen. Users also can share resources, like tips for helping survivors cope, and find local behavioral health services. And, self-care support for responders is available at all stages of deployment.



### **Live Transcribe- Speech to Text App**

Now the hearing and the deaf and hard of hearing can have conversations easily, with just an Android phone. Live Transcribe is a free app that automatically transcribes speech in near-real time, allowing people to communicate in situations where they might not otherwise be able to. When you open the app, it simply starts writing out what it hears in large, easy-to-read text. Choose your languages: Pick from over 70 languages and dialects to read accurate captions in the language that's being spoken. Live Transcribe is easy to use, anywhere you have a wifi or network connection. It's free to download. This new Android Accessibility service is available to download as an app on the Google Play store. After installing the app, turn on Live Transcribe in your phone's Accessibility settings and tap on the app to use it.



Live Transcribe

### **CDC Mobile App**

The CDC Mobile application is now available on your smartphone. Whether you are an iPhone or Android user you now have 24/7 access to timely, vital health information, wherever you go.



## SECTION 11: TOOLKITS FOR PREPAREDNESS AND PLANNING

The following toolkits are available **free** of cost. While these toolkits are not endorsed by MEMA, the agency believes sharing such information will help local communities in their efforts to plan for individual with disabilities and others with access and functional needs.

<b>Tool:</b> Tips for First Responders (5 <sup>th</sup> Edition)	
<b>Website:</b> <a href="http://www.cdd.unm.edu/dhpd/pdfs/FifthEditionTipsSheet.pdf">http://www.cdd.unm.edu/dhpd/pdfs/FifthEditionTipsSheet.pdf</a>	<b>Description:</b> Quick easy-to-use procedures for assisting individuals with disabilities and others with access and functional needs.
<b>Source:</b> Division of Disability and Health Policy, University of New Mexico Center for Development and Disability	
<b>Type:</b> Tip book	

<b>Tool:</b> Durable Medical Equipment in Disaster	
<b>Website:</b> <a href="https://files.asprtracie.hhs.gov/documents/aspr-tracie-durable-medical-equipment-in-disasters.pdf">https://files.asprtracie.hhs.gov/documents/aspr-tracie-durable-medical-equipment-in-disasters.pdf</a>	<b>Description:</b> Updated 2018: Fact sheet provides information on general durable medical equipment (DME) categories and focuses on electricity-dependent DME that may be affected by disasters and emergencies, including power failures. It also includes information to assist healthcare system preparedness stakeholders plan for medically vulnerable populations who rely on DME.
<b>Source:</b> ASPR TRACIE	
<b>Type:</b> Fact Sheet	

<b>Tool:</b> Press Conference Checklists	
<b>Website:</b> <a href="https://www.adapacific.org/assets/documents/press-conference-checklist-factsheet-12-7-2015.pdf">https://www.adapacific.org/assets/documents/press-conference-checklist-factsheet-12-7-2015.pdf</a>	<b>Description:</b> The Federal Communication Commission (FCC) requires emergency communication to be accessible to people who are deaf, hard of hearing, blind or visually impaired. During an emergency, press conferences provide critical information to the public. It is important that information is accessible to people with disabilities. Use the following checklist as a tool to ensure that your press conference is accessible to people with disabilities. This checklist includes general guidelines on site accessibility, sign language interpretation and filming guidance.
<b>Source:</b> Pacific ADA Center	
<b>Type:</b> Checklist	

<b>Tool:</b> <b>New 2019-</b> Space, Staff, Stuff: Identifying Your Community's Resources	
<b>Website:</b> <a href="https://www.cdc.gov/cpr/readiness/healthcare/SpaceStuf.htm">https://www.cdc.gov/cpr/readiness/healthcare/SpaceStuf.htm</a>	<b>Description:</b> Customizable tool for community planners. This tool helps planners identify their community organizations' roles, responsibilities, and resources and determine potential gaps in their all-hazards planning efforts. It is designed to benefit any community regardless of demographics, infrastructure, current levels of planning, or availability of public health and health care resources.
<b>Source:</b> CDC	
<b>Type:</b> Guide, Workbook and Poster Template	

<b>Tool:</b> ADA Title II Action Guide for State and Local Governments	
<b>Website:</b> <a href="https://www.adaactionguide.org/">https://www.adaactionguide.org/</a>	<b>Description:</b> This website leads public entities through a process to comply with the ADA.
<b>Source:</b> New England ADA Center	
<b>Type:</b> Web-based guide	

<b>Tool:</b> ADA Checklist for Existing Facilities	
<b>Website:</b> <a href="https://www.adachecklist.org/checklist.html">https://www.adachecklist.org/checklist.html</a>	<b>Description:</b> Some people think that only new construction and alterations need to be accessible and that older facilities are "grandfathered," but that's not true. Because the ADA is a civil rights law and not a building code, older facilities are often required to be accessible to ensure that people with disabilities have an equal opportunity to participate.  The ADA has different requirements for state and local governments and for places of public accommodation (businesses and non-profit organizations that provide goods to or serve the public).
<b>Source:</b> New England ADA Center	
<b>Type:</b> Web-based tool	

<b>Tool:</b> Tips for Providing Services for Individuals Living with Functional and Access Needs	
<b>Website:</b> <a href="http://www.adph.org/disability/assets/TipsForProvidingService.pdf">http://www.adph.org/disability/assets/TipsForProvidingService.pdf</a>	<b>Description:</b> This brochure offers valuable Tips for Providing Services for Individuals Living with Functional and Access Needs.
<b>Source:</b> Alabama Disability and Health Program	
<b>Type:</b> Brochure	

<b>Tool:</b> Show Me: A Communication Tool for Emergency Shelters	
<b>Website:</b> <a href="http://www.mass.gov/eohhs/docs/dph/emergency-prep/risk-communication/show-me-tool.pdf">http://www.mass.gov/eohhs/docs/dph/emergency-prep/risk-communication/show-me-tool.pdf</a>	<b>Description:</b> This tool is intended to be used by shelter staff and any shelter resident that may have difficulty communicating. The booklet has been divided into topic-themed sections identified by labeled tabs. Shelter staff members and residents alike can flip through the pages of the booklet to find images or messages to help ask questions or communicate a need.
<b>Source:</b> MA Department of Public Health, Office of Emergency Preparedness	
<b>Type:</b> Pictograph-based booklet	

<b>Tool:</b> Emergency Response for People Who Have Access and Functional Needs: A Guide for First Responders	
<b>Website:</b> <a href="http://terrorism.spcollege.edu/SPAWARAFN/flipbook.html">http://terrorism.spcollege.edu/SPAWARAFN/flipbook.html</a>	<b>Description:</b> The purpose of this information is to provide emergency personnel with a reference tool that will provide guidance for assisting people who have access and functional needs (formerly known as special needs) during the response and recovery phases of an emergency situation. The information is to be applied in conjunction with training, experience, and your agency's standard operating procedures.
<b>Source:</b> The National Preparedness Institute at St. Petersburg College	
<b>Type:</b> Flip book	

<b>Tool:</b> Foreign Language Materials: “Get the Facts, Be Prepared”	
<b>Website:</b> <a href="http://www.redcross.org/prepare/disaster-safety-library">http://www.redcross.org/prepare/disaster-safety-library</a>	<b>Description:</b> The American Red Cross has created a Disaster and Safety Library where you can find and print fact sheets, preparedness checklists, recovery guides and other helpful information for the public. These materials are available in English and foreign languages.
<b>Source:</b> American Red Cross	
<b>Type:</b> Guides and checklists	

<b>Tool:</b> <b>New 2019-</b> RX Open	
<b>Website:</b> <a href="https://www.healthcareready.org/rxopen">https://www.healthcareready.org/rxopen</a>	<b>Description:</b> Rx Open helps patients find nearby open pharmacies in areas impacted by disaster. Combining multiple data feeds from the pharmaceutical industry, Rx Open displays the precise location on Google Maps of open pharmacies, closed pharmacies, and those whose status is unknown. This critical information assists government officials in assessing an emergency’s impact on public health in a disaster area.
<b>Source:</b> Health Care Ready	
<b>Type:</b> Interactive Map	

<b>Tool:</b> <b>New 2019-</b> Substance Abuse and Mental Health Services Administration (SAMHSA): Treatment Services Locator	
<b>Website:</b> <a href="https://findtreatment.samhsa.gov/locator">https://findtreatment.samhsa.gov/locator</a>	<b>Description:</b> A source of information for persons seeking treatment facilities in the United States or U.S. Territories for substance use/addiction and/or mental health problems.
<b>Source:</b> U.S. HSS	
<b>Type:</b> Interactive Map	

<b>Tool:</b> <b>New 2019-</b> Capacity Building Toolkit for Including Aging & Disability Networks in Emergency Planning	
<b>Website:</b> <a href="https://reliefweb.int/sites/reliefweb.int/files/resources/Capacity-Building-Toolkit-for-Aging-and-Disability-Networks-2-5-19.pdf">https://reliefweb.int/sites/reliefweb.int/files/resources/Capacity-Building-Toolkit-for-Aging-and-Disability-Networks-2-5-19.pdf</a>	<b>Description:</b> This toolkit can help emergency managers and public health officials to understand the capabilities and expertise of community-based organizations within the aging and disability network.
<b>Source:</b> U.S. HHS and ASPR	
<b>Type:</b> Toolkit	

<b>Tool:</b> Safe and Well	
<b>Website:</b> <a href="https://safeandwell.communityos.org/cms">https://safeandwell.communityos.org/cms</a>	<b>Description:</b> A web-based registry that may be used for the assistance of reunifying individuals (i.e. unaccompanied minors) with their families. Shelter staff can use this tool or assist shelter residents on how to use this tool to (1) post "safe and well messages" that family and friends of shelter residents can view, or (2) search shelter registrants.
<b>Source:</b> American Red Cross	
<b>Type:</b> Disaster victim registry	

<b>Tool:</b> The State of Texas Functional Needs Support Services Toolkit	
<b>Website:</b> <a href="https://www.preparingtexas.org/preparedness.aspx?page=32137bc8-eed7-42bb-ad7e-2765fd8abdb9">https://www.preparingtexas.org/preparedness.aspx?page=32137bc8-eed7-42bb-ad7e-2765fd8abdb9</a>	<b>Description:</b> A toolkit which contains various Functional Needs Support Services (FNSS) templates that can be used by shelter staff (i.e. Medical/ Functional Needs Discharge Assessment form).
<b>Source:</b> The State of Texas FNSS Integration Committee	
<b>Type:</b> Shelter planning template	

<b>Tool:</b> MA Statewide Mass Care and Shelter Coordination Plan: Local Shelter Toolkit	
<b>Website:</b> <a href="http://www.mass.gov/eopss/docs/mema/financial-mema-local-mcs-toolkit-with-cover.pdf">http://www.mass.gov/eopss/docs/mema/financial-mema-local-mcs-toolkit-with-cover.pdf</a>	<b>Description:</b> To enhance the overall mass care and sheltering capabilities of the Commonwealth, the Massachusetts Emergency Management Agency (MEMA) with the aid of other mass care and shelter partners has developed a statewide mass care and shelter strategy and created this toolkit to assist local emergency managers with mass care and shelter planning.
<b>Source:</b> Massachusetts Emergency Management Agency	
<b>Type:</b> Shelter planning toolkit	

**Tool:** Communication with Vulnerable Populations: A Transportation and Emergency Management Toolkit

**Website:**  
<http://www.trb.org/Publications/Blurbs/166060.aspx>

**Source:** Transit Cooperative Research Program

**Type:** Framework and tools

**Description:**  
The toolkit provides a guiding framework and tools for constructing a scalable, adaptable communication process built on a network of agencies from public, private, and nonprofit sectors.

**Tool:** Functional Needs Planning Toolkit for Emergency Planners

**Website:**  
[https://dps.mn.gov/divisions/hsem/access-functional-needs/Documents/Functional%20Needs%20Planning%20Toolkit%20final%20\(rev%205-13-13\).pdf](https://dps.mn.gov/divisions/hsem/access-functional-needs/Documents/Functional%20Needs%20Planning%20Toolkit%20final%20(rev%205-13-13).pdf)

**Source:** Homeland Security and Emergency Management: A Division of Minnesota Department of Public Safety

**Type:** Framework and tools

**Description:**  
This online toolkit provides the latest methods and the most comprehensive resources available for including people with access and functional needs in whole community emergency plans.

**Tool:** Kentucky Outreach and Information Network (KOIN)

**Website:**  
<http://healthalerts.ky.gov/koin/Pages/default.aspx>

**Source:** The Cabinet for Health and Family Services/Kentucky Department of Public Health

**Type:** Public information communication tool

**Description:**  
A public information alert concept. The goal of the KOIN is to ensure that, in the event of an emergency, communication channels are in place and KOIN members understand and perform their roles in notifying individuals in their appropriate channels. This network can be used in emergencies and disasters as well as to protect the health of citizens in day-to-day situations, like providing immunization clinics.

<b>Tool:</b> Functional and Access Needs Support: a Toolkit for Empowering Inclusive Action	
<b>Website:</b> <a href="http://www.nationalmasscarestrategy.org/wp-content/uploads/2014/11/Functional-Access-Needs-Toolkit-Chicago-Red-Cross-2014.pdf">http://www.nationalmasscarestrategy.org/wp-content/uploads/2014/11/Functional-Access-Needs-Toolkit-Chicago-Red-Cross-2014.pdf</a>	<b>Description:</b> This toolkit was compiled by the American Red Cross Greater Chicago Region from partner resources. It is not a replacement for training regarding the inclusion of people who have functional and access needs in emergency and disaster planning, preparedness, response and recovery.
<b>Source:</b> American Red Cross, Greater Chicago Region	
<b>Type:</b> Guide and toolkit	

<b>Tool:</b> Effective Communications Toolkit (2015)	
<b>Website:</b> <a href="https://www.preparingtexas.org/preparedness.aspx?page=df9e78fc-3f14-4c6c-aad8-7a2b90c425ef">https://www.preparingtexas.org/preparedness.aspx?page=df9e78fc-3f14-4c6c-aad8-7a2b90c425ef</a>	<b>Description:</b> This toolkit applies to emergency management and public information professionals who work for or with local jurisdictions to communicate warnings, notifications, and other messages to news media and to the public. It also contains face-to-face operational communication tools for shelter managers and first responders. The purpose of the toolkit is to help ensure that emergency communications services and equipment address the functional and access needs of people with disabilities as part of a “whole community” approach endorsed by FEMA.
<b>Source:</b> State of Texas: Texas Disability Task Force on Emergency Management	
<b>Type:</b> Guide and toolkit.	

<b>Tool:</b> Social Vulnerability Index (SVI)	
<b>Website:</b> <a href="http://svi.cdc.gov/index.html">http://svi.cdc.gov/index.html</a>	<b>Description:</b> ATSDR has created a tool to help emergency response planners and public health officials identify and map the communities that will most likely need support before, during, and after a hazardous event. The Social Vulnerability Index (SVI) uses U.S. Census data to determine the social vulnerability of every Census tract. Census tracts are subdivisions of counties for which the Census collects statistical data. The SVI ranks each tract on 14 social factors, including poverty, lack of vehicle access, and crowded housing, and groups them into four related themes. Each tract receives a separate ranking for each of the four themes, as well as an overall ranking.
<b>Source:</b> Agency for Toxic Substances and Disease Registry	
<b>Type:</b> Mapping tool	

**Tool:** HIPPA. Disclosures for Emergency Preparedness - A Decision Tool: Overview

<b>Website:</b> <a href="http://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/decision-tool-overview/index.html">http://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/decision-tool-overview/index.html</a>	<b>Description:</b> To guide you in determining how the Privacy Rule applies to the disclosure in question, this tool focuses on the source of the information being disclosed, to whom the information is being disclosed, and the purpose of the information being disclosed. To make your determination, go to the question that is most relevant to your emergency preparedness planning need and follow the information flow to find the appropriate answer.  Many terms used in the tool are defined by law or have a special meaning. The definitions or special meanings are discussed on the relevant pages or will be linked to other locations on this Web Site to assist you.
<b>Source:</b> U.S. Department of Health and Human Services	
<b>Type:</b> Web-based interactive decision tool	

**Tool:** Community Preparedness Index (CPI): Being Ready to Protect Children

<b>Website:</b> <a href="https://secure.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/CPI_QUESTION.PDF">https://secure.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/CPI_QUESTION.PDF</a>	<b>Description:</b> The Community Preparedness Index (CPI) is an online self-assessment for local communities to assess how prepared they are to meet the needs of children in disasters. The tool focuses on institutional settings such as schools, child care, and hospitals where children may be during the day or after a disaster. Learn more by downloading the CPI Fact Sheet <a href="https://secure.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/CPI_FACT_SHEET.PDF">https://secure.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/CPI_FACT_SHEET.PDF</a>  To access the Guide: <a href="https://secure.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/CPI_GUIDE_FINAL.PDF">https://secure.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/CPI_GUIDE_FINAL.PDF</a>
<b>Source:</b> Save the Children	
<b>Type:</b> Online community assessment tool.	

## SECTION 12: COURSES AND TRAININGS

### 12.1 Online Self-Paced Courses

The following online trainings are available **free** of cost. While these online trainings are not endorsed by MEMA, the agency believes sharing such information will help create a better awareness, and understanding, of individuals with disabilities and others with access and functional needs, and the assistance they may require before, during or after an emergency.

<b>Title:</b> Planning for the Needs of Children in Disasters	
<b>Website:</b> <a href="https://training.fema.gov/is/courseoverview.aspx?code=IS-366.a">https://training.fema.gov/is/courseoverview.aspx?code=IS-366.a</a>	<b>Description:</b> The purpose of this course is to provide guidance for Emergency Managers and implementers of children's programs about meeting the unique needs that arise among children as a result of a disaster or emergency.
<b>Source:</b> FEMA	
<b>Course ID:</b> IS 366	

<b>Title:</b> ADA Title II Tutorial	
<b>Website:</b> <a href="http://www.adatitle2.org">http://www.adatitle2.org</a>	<b>Description:</b> Provide education and resources on the requirements applicable to State and Local government under Title II of the Americans with Disabilities Act (ADA).
<b>Source:</b> National Network of ADA Centers	
<b>Course ID:</b> N/A	

<b>Title:</b> Introduction to Mental Health and Disaster Preparedness	
<b>Website:</b> <a href="http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-public-health-preparedness/training/online/mental_hlth_intro.html">http://www.jhsph.edu/research/centers-and-institutes/johns-hopkins-center-for-public-health-preparedness/training/online/mental_hlth_intro.html</a>	<b>Description:</b> Dr. Cindy Parker introduces the topics of disaster mental health services, mental health surge capacity, and psychiatric first aid.
<b>Source:</b> Johns Hopkins Center for Public Health Preparedness	
<b>Course ID:</b> N/A	

<b>Title:</b> Emergency Shelter Training: Assisting People with Disabilities, Access and Functional Needs	
<b>Website:</b> <a href="https://www.youtube.com/watch?v=TCI67K0eS5o">https://www.youtube.com/watch?v=TCI67K0eS5o</a>	<b>Description:</b> View the video to learn about emergency shelters and how staff is trained to provide accommodations to individuals in need of additional assistance.
<b>Source:</b> NYC Emergency Management	
<b>Course ID:</b> NA	

<b>Title:</b> Ready, Willing, & Able - Disaster Preparedness and Response Course on Meeting the Needs of Persons with Disabilities	
<b>Website:</b> <a href="https://www.train.org">https://www.train.org</a>	<b>Description:</b> Training covers disability etiquette, terminology, and communications and assistance techniques during disasters for assisting people with disabilities. Course participants will become familiar with various disaster assistance needs of persons with sight, mobility, hearing and cognitive disabilities.
<b>Source:</b> Public Health Foundation: Train National	
<b>Course ID:</b> 1020884	

<b>Title:</b> Individuals Requiring Additional Assistance (IRAA)	
<b>Website:</b> <a href="https://delvalle.bphc.org/enrol/index.php?id=685">https://delvalle.bphc.org/enrol/index.php?id=685</a>	<b>Description:</b> This course reviews considerations for emergency planning and response related to a range of specific vulnerabilities that comprise the larger category of Individuals Requiring Additional Assistance (IRAA).
<b>Source:</b> DelValle Institute for Emergency Preparedness	
<b>Course ID:</b> N/A	

## 12.2 Instructor- Led Trainings

Instructor-led trainings are continuously offered through various local, state and federal agencies and non-governmental organizations. Please contact the specific agency or organization for more information about the training/course (e.g. there may be a fee for taking the course/workshop). While trainings outside of MEMA are not endorsed by MEMA, the agency believes sharing such information will assist local communities in their efforts to incorporate considerations for individuals with disabilities and others with access and functional needs into their community's emergency plans, activities, programs and services.

<b>Title:</b> Integrating Access and Functional Needs into Emergency Planning	
<b>Website:</b> <a href="https://training.fema.gov/emcourses/">https://training.fema.gov/emcourses/</a>	<b>Description:</b> To provide participants who are responsible for Emergency Planning with the information necessary to utilize disability and access and functional needs-inclusive practices, as well as the additional updated skills and knowledge they will need to prepare for, respond to, and recover from emergencies
<b>Source:</b> FEMA- Emergency Management Institute (EMI): Courses and Schedules	
<b>Course ID:</b> EO 197	

<b>Title:</b> Guidance on Emergency Planning for Access and Functional Needs Populations	
<b>Website:</b> <a href="https://mematraining.chs.state.ma.us/TRS/home.do">https://mematraining.chs.state.ma.us/TRS/home.do</a>	<b>Description:</b> This one day course will provide participants the necessary resources and tools to develop a comprehensive plan that incorporates considerations for the whole community- to include those with access and functional needs (AFN). This course will build participant awareness and understanding of the importance of integrating considerations for AFN populations throughout the emergency management cycle.
<b>Source:</b> MEMA	
<b>Course ID:</b> N/A	

<b>Title:</b> Community Emergency Preparedness Training	
<b>Website:</b> <a href="https://www.mass.gov/service-details/learn-more-about-disability-emergency-preparedness">https://www.mass.gov/service-details/learn-more-about-disability-emergency-preparedness</a>	<b>Description:</b> Make sure that people with disabilities in your community have the help they need in an emergency. Let us help you prepare your community with emergency response resources and procedures.
<b>Source:</b> MA Office on Disability	
<b>Course ID:</b> N/A	

<b>Title:</b> U.S. Emergency Preparedness Trainings	
<b>Website:</b> <a href="https://www.savethechildren.org/">https://www.savethechildren.org/</a>	<b>Description:</b> Save the Children knows that every day in the U.S. millions of care providers, teachers, program implementers and community leaders are on the front lines of children’s safety and we want to equip these professionals with the knowledge, skills and resources to best protect children in disasters. Save the Children has various emergency preparedness workshops and trainings that can help your community keep children and families safe. To learn more and schedule a training, please email <a href="mailto:GetReady@savechildren.org">GetReady@savechildren.org</a> and find additional resources at <a href="http://www.savethechildren.org/GetReady">www.savethechildren.org/GetReady</a> .
<b>Source:</b> Save the Children	
<b>Course ID:</b> N/A	